

**THE EFFECT OF JUMBLED LETTERS GAME ON VOCABULARY  
MASTERY OF THE EIGHTH GRADE STUDENTS AT MTs**

**HIDAYATUL INSAN PALANGKA RAYA**

**THESIS**



**BY**  
**RINGE RINGE PRESHQOURY LIMANTAIN**  
**SRN.1501121037**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1441 H**

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MASTERY OF THE EIGHTH GRADE STUDENTS AT MTs  
HIDAYATUL INSAN PALANGKA RAYA**

**THESIS**

Presented to

State Islamic Institute of Palangka Raya

In partial fulfillment of the requirements

for the degree of Sarjana in English Language Education



**BY**

**RINGE RINGE PRESHQOURY LIMANTAIN**

**SRN.1501121037**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
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#### ADVISOR APPROVAL

Thesis Title : **THE EFFECT OF JUMBLED LETTERS GAME  
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Name : Ringe Ringe Preshqoury Limantain

SRN : 1501121037

Faculty : Teacher Training and Education


Department : Language Education

Study Program : English Education


This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Monev* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, September 30<sup>th</sup>, 2019

Advisor I,


  
**M. Zaini Miftah, M. Pd.**  
ORN. 197509152009121002

Advisor II,


  
**Zaitun Qomariah, M.Pd.**  
ORN. 198405192015032003

Acknowledged by:

Vice Dean in Academic Affairs,

  
**Dr. Nurul Wahdah, M.Pd.**  
ORN. 198003072006042004

Secretary of Language Education  
Department,

  
**Akhmad Ali Mirza, M.Pd.**  
ORN. 198406222015031003

**OFFICIAL NOTE**

Palangka Raya, September 30<sup>th</sup>, 2019

Case : Examination of

**Ringe Ringe Preshqoury Limantain Thesis**

To  
The Dean of Faculty of Teacher  
Training and Education of State  
Islamic Institute of Palangka  
Raya  
In-  
Palangka Raya

Assalamu'alaikum Wr. Wb

Name : Ringe Ringe Preshqoury Limantain

SRN : 1501121037

Thesis Title : **THE EFFECT OF JUMBLED LETTERS GAME  
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HIDAYATUL INSAN PALANGKARAYA**

Can be examined in partial fulfillment of the requirements of the Degree  
of *Sarjana Pendidikan* in the Study Program of English Education of the State  
Islamic Institute of Palangka Raya

Thank you for your attention.

Wassalamu'alaikum Wr.Wb

Advisor I,



**M. Zaini Miftah, M.Pd.**  
ORN. 197509152009121002

Advisor II,



**Zaitun Qumariah, M.Pd.**  
ORN. 198405192015032003

### PERSETUJUAN SKRIPSI

Judul : PENGARUH PERMAINAN HURUF CAMPUR  
ADUK TERHADAP PENGUASAAN KOSAKATA  
SISWA KELAS VIII DI MTS HIDAYATUL  
INSAN PALANGKA RAYA

Nama : Ringe Ringe Preshqoury Limantain

NIM : 1501121037

Fakultas : Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa

Program Studi : Pendidikan Bahasa Inggris

Ini untuk menyatakan bahwa Skripsi telah di setujui oleh pembimbing untuk ujian  
Skripsi/Munaqasah oleh dewan penguji Fakultas Keguruan dan Ilmu Pendidikan  
Di Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 30 September 2019

Disetujui oleh:

Pembimbing I,



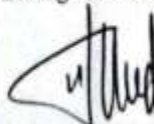
M. Zaini Miftah, M. Pd.  
NIP. 197509152009121002

Pembimbing II,



Zaitun Qamariah, M.Pd.  
NIP. 198405192015032003

Wakil Dekan  
Bidang Akademik,



Dr. Nurul Wahdah, M.Pd.  
NIP. 198003072006042004

Sekretaris Jurusan  
Pendidikan Bahasa,



Akhmad Ali Mirza, M.Pd.  
NIP. 198406222015031003



**OFFICIAL NOTE**

Palangka Raya, September 30<sup>th</sup>, 2019

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SRN : 1501121037

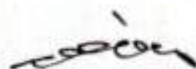
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Islamic Institute of Palangka Raya

Thank you for your attention.

Wassalamu'alaikum Wr. Wb

Advisor I,



**M. Zaini Miftah, M.Pd.**  
ORN. 197509152009121002

Advisor II,



**Zaitun Qamariah, M.Pd.**  
ORN. 198405192015032003

### THESIS APPROVAL

Thesis Title : **THE EFFECT OF JUMBLED LETTERS GAME ON VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS AT MTs HIDAYATUL INSAN PALANGKARAYA**

Name : Ringe Ringe Preshqoury Limantain

SRN : 1501121037

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day : Wednesday

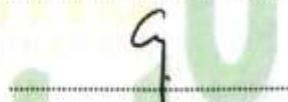
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#### BOARD OF EXAMINERS

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(Chair / Examiner)



2. Sabarun, M.Pd.  
(Main Examiner)



3. M. Zaini Miftah, M.Pd.  
(Examiner)



4. Zaitun Qamariah, M.Pd.  
(Secretary / Examiner)



Approved by:  
Dean, Faculty of Teacher Training  
and Education



Dr. Hj. Rodhatul Jennah, M. Pd.  
ORN 196710031993032001

## **MOTTO AND DEDICATION**

The best preparation for tomorrow is doing your best today

(Quote by H. Jackson Brown, Jr.)



This Thesis is dedicated to:

My beloved parents (Sarmintana S.Pd. and Seri) for their valuable endless prayer, sacrifice, and support.

My beloved old brother (Enggo Limantain Banyumukti S.Ip.) thanks for support me all the time and your advice.

My beloved young sister (Deiva Clovecia, Danieng Pramudia Sirley and Lingdi Aladiba Sirley) thanks for the help, time, spirit and support me.

My advisor (M. Zaini Miftah, M.Pd. and Zaitun Qamariah M.Pd.) who give me suggestion and guidance.



And all of my friends special to beloved lovers who cannot be mentioned one by one.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith,

Name : Ringe Ringe Presbqoury Limantain  
SRN : 1501121037  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, September 30<sup>th</sup>, 2019

Yours Faith fully  
  
  
Ringe Ringe Presbqoury Limantain  
SRN. 1501121037

## ABSTRACT

Limantain, Ringe Ringe Preshqoury. 2019. The Effect of Jumbled Letters Game On Vocabulary Mastery of The Eighth Grade Students at MTs Hidayatul Insan Palangkaraya. Thesis, Departement of Language Education, Faculty of Teacher Training and education, state Islamic Institute of Palangka Raya. Advisor: (I) M. Zaini Miftah, M.Pd., (II) Zaitun Qamariah M.Pd.

**Key Words:** word jumbled letters game, vocabulary mastery.

A good learning strategy is required by the students to help them in acquiring, extending, and developing their English vocabulary mastery. This study is aimed to measure the effect of jumbled letters game on vocabulary mastery and students in English vocabulary learning classroom. The study was conducted at MTs Hidayatul Insan Palangka Raya was used quantitative approach. The design of the study was quasi-experimental design, where the writer used nonrandomized control group pre-test post-test design with a kind of treatment.

The population of the study was the whole students of the eighth grade students at MTs Hidayatul Insan Palangka Raya with the total number of the students were 36 students. They directly becoming subject of the study namely Siti Khadijah as experimental class (taught by jumbled letters game on vocabulary) with the total number of 18 students and Siti Fatimah as control class ( taught without vocabulary mastery) with the total number of 18 students. Tyhe sample of the study was determined using cluster sampling technique.

The result of t-test using SPSS 20 program, it was found that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at 1% and 5% significance level or  $2.03 \leq 8.37 \geq 4.63$ . It meant  $H_a$  was accepted and  $H_o$  was rejeted. It could be interpreted based on the result of calculation that  $H_a$  stating that jumbled letters game gave effect on the students vocabulary mastery score was accepted and  $H_o$  stating that jumbled letters game does not gave effect on the students vocabulary mastery score was rejected. It meant that teaching vocabulary with jumbled letters game gave significant effect on the students' vocabulary mastery score of the eighth grade students at MTs Hidayatul Insan Palangka Raya.

## ABSTRAK

Limantain Preshqoury Ringe Ringe. 2019. Pengaruh Permainan Huruf Campur Aduk Terhadap Penguasaan Kosakata Siswa Kelas VIII di MTs Hidayatul Insan. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini hMiftah M.Pd, (II) Zaitun Qamariah M.Pd.

**Kata Kunci:** permainan campur aduk kata, penguasaan kosakata.

Diperlukan strategi pembelajaran yang baik oleh siswa untuk membantu mereka dalam memperoleh, memperluas, dan mengembangkan penguasaan kosakata bahasa Inggris mereka. Penelitian ini bertujuan untuk mengukur pengaruh permainan huruf campur aduk pada penguasaan kosakata dan siswa di kelas pembelajaran kosakata bahasa Inggris. Penelitian ini dilakukan di MTs Hidayatul Insan Palangka Raya menggunakan pendekatan kuantitatif. Desain penelitian ini adalah desain kuasi-eksperimental, dimana penulis menggunakan desain pre-test dan post-test kelompok kontrol tidak acak dengan jenis perlakuan.

Populasi penelitian ini adalah seluruh siswa kelas delapan di MTs Hidayatul Insan Palangka Raya dengan jumlah siswa 36 siswa. Mereka langsung menjadi subjek penelitian yaitu Siti Khadijah sebagai kelas eksperimen (diajarkan dengan permainan huruf campur aduk pada penguasaan kosakata) dengan jumlah total 18 siswa dan Siti Fatimah Kelas Kontrol (diajarkan sesuai materi) dengan total 18 siswa. Sampel penelitian ditentukan dengan menggunakan teknik kluster sampling.

Hasil uji t-tes menggunakan program SPSS 20, didapatkan bahwa nilai yang diamati lebih besar dari nilai t-tabel pada taraf signifikan 1% dan 5% atau  $2,03 \leq 8,37 \geq 4,63$ . Itu berarti  $H_a$  dan  $H_o$  kembali bergabung. Hal ini dapat diartikan berdasarkan hasil perhitungan bahwa  $H_a$  menyatakan bahwa permainan huruf campur aduk berpengaruh pada skor penguasaan kosakata siswa diterima dan  $H_o$  kembali bergabung. Hal ini dapat diartikan berdasarkan hasil penelitian bahwa  $H_a$  yang menyatakan bahwa permainan huruf campur aduk tidak memberikan efek pada skor penguasaan siswa ditolak. Ini berarti bahwa pengajaran kosakata dengan permainan huruf campur aduk memberikan pengaruh yang signifikan terhadap skor penguasaan kosakata siswa kelas delapan di MTs Hidayatul Insan Palangka Raya.



## **ACKNOWLEDGMENTS**

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last Prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M. Pd. For her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahidah, M.Pd. For her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Akhmad Ali Mirza, M. Pd. For his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qamariah, M.Pd. For her invaluable assistance both in academic and administrative matters. Her thesis advisors, M. Zaini Miftah M.Pd, and Zaitun Qamariah M.Pd, for their generous advice, valuable guidance, and

elaborated correction during their busy time to the completion of her thesis.

6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
8. The principal of MTs Hidayatul Insan Palangka Raya, Siti Salhah, M.HI., for her permission to take research at the school.
9. Her classmates of Study Program of English Education, especially the 2015 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.
10. Her beloved parents, Mr. Sarmintana S.Pd and Mrs. Seri, for their moral support and endless prayer so that he is able to finish her study. May Allah SWT bless them all. *Amin*.

Palangka Raya, September 30<sup>th</sup>, 2019  
The writer,



Ringe Ringe Presbiscoury Limanatin  
NIM. 1501121037

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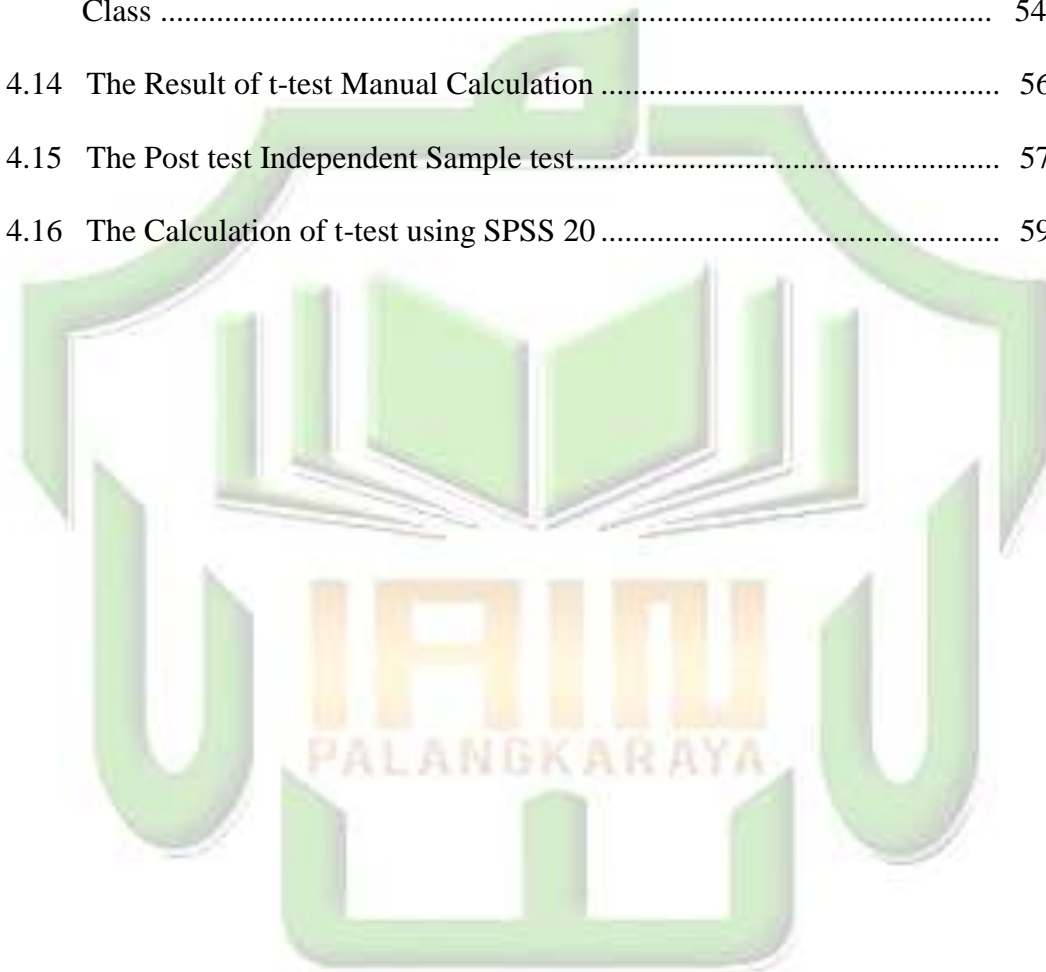
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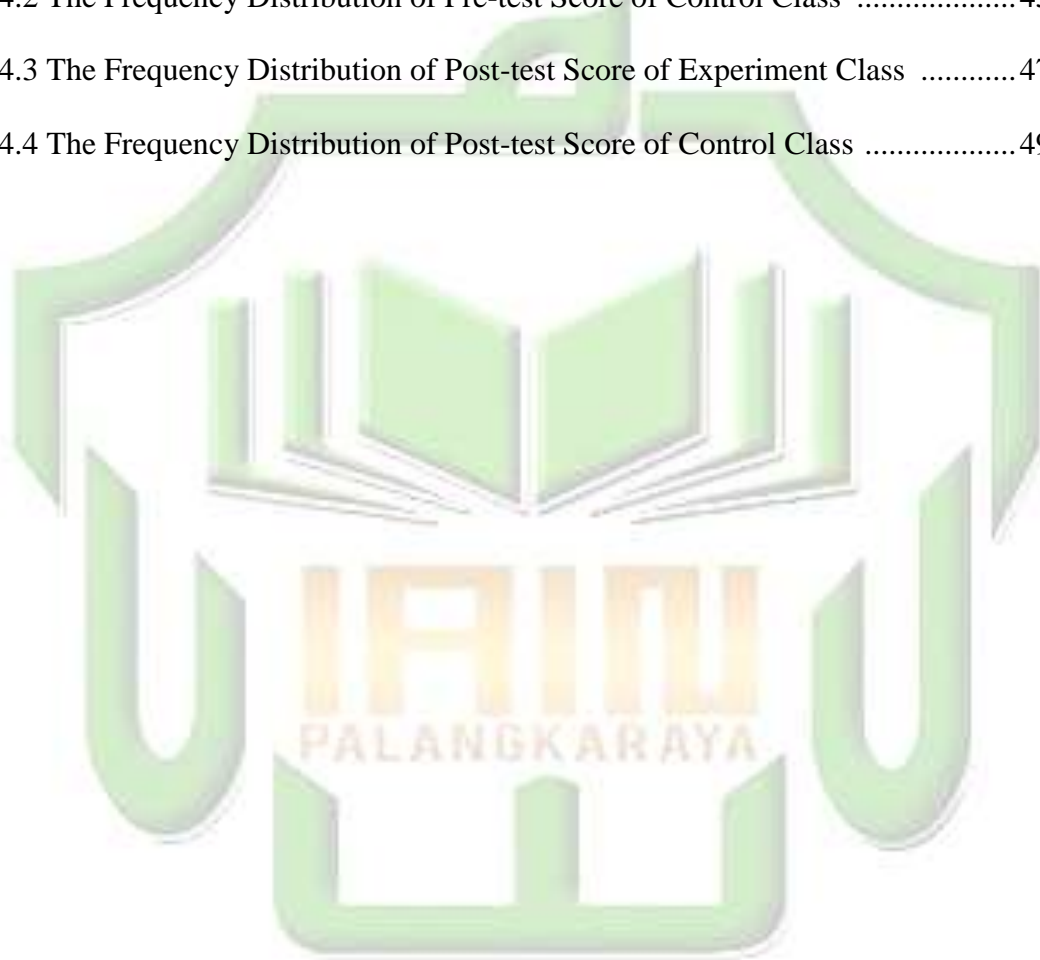
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## LIST OF ABBREVIATIONS

Df	: Degree of Freedom
SD	: Standart Deviation
SE	: Standart Error
H <sub>a</sub>	: Alternative Hypothesis
H <sub>o</sub>	: Null Hypothesis
N	: The Total of Students
SPSS	: Statistical Package for the Social Science
MTs	: Madrasah Tsanawiyah Negeri



## **CHAPTER I**

### **INTRODUCTION**

This chapter present some points namely background of the study, problem of the study, objective of the study, assumption, hypothesis of the study, scope and limitation, significance of the study, and clarification of key terms.

#### **A. Background of the study**

English is one of international languages, which is used throughout the world and English is used in many fields of life such as: in Politics, Economics, Social and Education. In line with Wilkins, Areikunto (2006, p. 10) as cited in Yuliani (2017, p. 2) stated that, vocabulary is one important points of English learning.

In Indonesian classroom setting, English is considered as a first foreign language that is taught as a compulsory subject. The target of the implementation of English teaching in order to have the students that comprehend to access knowledge by using English (Depdiknas, 2006).

In terms of English teaching and learning, vocabulary is one of the components, which support English linguistics skills. By having enough vocabulary, the ability to communicate and convey our social need can be established. Rahmadani's research (2015, p. 1) shows that vocabulary is a fundamental element for teachers to teach students about the language they learn. According to Mukoroli (2011), vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. The

ability to master vocabulary is very crucial in junior high school. Vocabulary is as the key to improve English achievement. This statement supported by Cameron (2001) who stated that vocabulary mastery plays important part of learners to acquire a language, since building up a useful vocabulary is central to learning of a foreign language a primary level. However, it is known that mastering English vocabulary is not an easy matter to deal with, particularly for Indonesian teenage learners. They consider English as a foreign language in Indonesian which means that they do not use it in a daily basis as a means of communication.

Based on writer's observation on February 2019, when the writer did English teaching practice in the eighth-grade students at Mts Hidayatul Insan Palangka Raya in academic year 2019, the writer found that the students were less motivated in learning English. Their English score is 50 in average this is much lower than the KKM (Kriteria Ketuntasan Maksimal) is belonging in 65%. The lack of motivation may occur because the learning process that had gotten from their English teacher. It will be proven when their teacher asked them about some English vocabularies. They got confused and did not know most of the English vocabularies that their teacher explained. The students had difficulty to memorize the English vocabulary. For this condition, the writer concluded that most of them have poor English vocabulary mastery. In this study, vocabulary mastery should have been as a primary consideration for English teachers, teaching them by using appropriate techniques. The vocabulary cannot be transferred to the student's engagement in the process

of learning. The students are supposed to be motivated to learn. Therefore, they have to be taught meaningful and fun way; in this case, the teachers should use appropriate and interesting teaching method that can be effectively used to increase students' vocabulary mastery.

In this study, the researcher interests in doing a research about the game that is used in teaching vocabulary in English subject. Games is one of strategy that can make students fun and enjoy. Besides that, it is believed that students can easier to remember word. It is supported by Nguyen & Khuat (2003) as cited in Nurjanah (2015, p. 2)

There are many games that can be used in teaching English vocabulary, such as crosswords, words or letters matching, anagram game and hangman game. One of popular games is jumbled letters game. It is a word puzzle with a clue that is usually in a drawing to illustrate the clue and a set of words that each of them is "jumbled" by scrambling its letters at the to make an anagram based on the clue. Jumbled letter is a method of teaching vocabulary that can motivate the student to learn and memorize vocabulary easily. There are some words or sentences which are jumbled by teacher and students must arrange it into correct words or sentences.

This method be collaborated with some clues and pictures to help students in understanding the materials. It can make the students more interesting in teaching learning process. It also helps teacher to convey the materials easily. Students do not feel bored and they was enthusiast to learn English vocabulary in a fun way.



The writer finds there are some research studies that has similar concept to this study, such as the ones written by Noor Syahri Rahmadani (2015) and Tinta Wahyuni (2013). Although, those studies talk about the same topic about vocabulary, but actually they focus on different subject of the study. The differences are as follows:

1. The writer focuses the subject of the study in Mts Hidayatul Insan Palangka Raya and researches the eighth-grade students as sample population as the object of the study. The writer also uses nouns, adjectives, adverbs and qualifiers under two topics of descriptive text, which are tourism object and animal as vocabulary that used in her study. The writer uses pre-experimental design.
2. Noor Syahri Rahmadani, in thesis entitled *The Effect of Jumbled Letters game to vocabulary Achievement of the Eight Grade students of SMP Muhammadiyah Palangka Raya in academic year 2014/2015* that focuses on VIII-5 as experimental group and VIII-3 as control group to be object of the study. He uses nouns and adjectives under three topics of descriptive text that are animal & plants, things in house, and recreational places. He uses quasi-experimental design.
3. Tinta Wahyuni, in thesis entitled *The Effect of Watching English Movie for English Mastery of The Eight Grade Students of SMPN Antang Kalang in Academic Year 2012/2013* that focuses the subject of SMPN 4 Antang Kalang and uses English Movie for English Vocabulary mastery of Narrative text.

This point used Jumbled letters game at Mts Hidayatul Insan Because at school background is religious and Islamic language more vocabulary is Arabic so on the writer researcher give method for teacher to make knowledge or change vocabulary mastery with Jumbled letter game.

From that point, the writer assumes that by using game especially Jumbled Letters Game, it is expected to help students increase their vocabulary achievement effectively. Thus, the writer is interested in conducting an experiment entitled: **“The Effect of Jumbled Letters Game on Vocabulary Mastery of the Eighth Grade Students at Mts Hidayatul Insan Palangka Raya”**.

#### **B. Research Problem**

Based on the research Problem mentioned above the problem proposes in this study as follows: Is there any significant effect of jumbled letters game to student's vocabulary mastery of the eighth-grade student of Mts Hidayatul Insan Palangka Raya?

#### **C. Objective of the Study**

The objective of the study is to find out the significant effect of jumbled letters game used in teaching vocabulary to vocabulary mastery of eighth-grade student of Mts Hidayatul Insan Palangka Raya.

#### **D. Assumption**

The assumption of the study are as follows:

1. The eighth-grade students of Mts Hidayatul Insan Palangka Raya have already learned about English vocabulary.
2. The students have learned about vocabularies, which are covered nouns, adjectives, adverb and qualifiers.
3. The English teacher of Mts Hidayatul Insan Palangka Raya has the capability to teach English particularly in teaching vocabulary.

#### **E. Hypothesis of the Study**

The hypotheses of this study are stated follows:

1. Alternative  $H_o$ : There is no significant effect of jumbled letters game to the vocabulary mastery of the eighth-grade students of Mts Hidayatul Insan Palangka Raya.
2. Null  $H_a$ : There is significant effect of jumbled letters game to the vocabulary mastery of the eighth-grade students of Mts Hidayatul Insan Palangka Raya.

#### **F. Scope and Limitation**

The writer delimits her study to find out the effect of the jumbled letters in teaching vocabulary to vocabulary mastery of the eighth-grade students of Mts Hidayatul Insan Palangka Raya in academic year 2018/2019. Meanwhile, the vocabulary is focused on nouns, adjectives, adverbs, and

qualifiers. It based on one of text genre in Curriculum 2013, which is used in Mts Hidayatul Insan Palangka Raya, about conversation text.

**Table 1.1 List of vocabulary of the study**

<b>Conversation</b>	<b>Vocabulary</b>
Berliana : Excuse me, Sir. May I have your time, please?	1. Excuse me, Sir. May I have your time, please?
Mr. Yoko : Yes. Please come in.	2. Yes. Please come in.
Berliana : Thank you, Sir.	3. Thank you, Sir.
Mr. Yoko : You're welcome.	4. You're welcome. What's the matter?
Berliana : We'd like you to be the jury of an English speech contest we will hold.	5. We'd like you to be the jury of an English speech contest we will hold.
Mr. Yoko : Where will it be?	6. Where will it be?
Berliana : Next two months, Sir.	7. Next two months, Sir.
Mr. Yoko : O.K.	8. O.K.

This study only focuses on the significant effect of using the jumbled letters game on their vocabulary mastery of the eighth-grade students of Mts Hidayatul Insan Palangka Raya. So that, the result of this study cannot be generalized to other eighth students in other school.

## **G. Significance of the Study**

The study is expected to be significant for the following purposes.

### **1. For Students**

- a. Improving the student's vocabulary mastery.
- b. Aiding the students to train their vocabulary mastery.

## **2. For Teacher**

Aiding the teacher to designing appropriate strategy to teach vocabulary particularly in descriptive text which consist of nouns, adjectives, adverbs, and qualifiers for junior high school, especially for eighth grade.

## **3. For Writer**

The writer hopes that this research can be used as reference for other research.

## **H. Definition of Key Terms**

There are some key terms that can be determined by the real concept of the study:

1. Teaching is giving someday information about subject, helping someday to learn something. In this study, it means teaching vocabulary mastery by using jumbled letters game to the eighth-grade students of Mts Hidayatul Insan Palangka Raya.
2. Vocabulary is any letters used in many ways in process of learning the language may be in spoken or even in written form. It is a total number of words in a language. In this study, vocabulary is in English and will be focused on nouns, adjectives, adverbs, and qualifiers.
3. Jumbled letters are a word puzzle game that has a group of jumbled letters and requires the students to rearrange them to make a correct word and correct spelling.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this section, the writer presents several theoretical frameworks that are closely related with the main discussions under study. As mentioned previously, this study was focus on the teaching of vocabulary. Some closely related theories which in conjunction with the theories of vocabulary, teaching English for teenage learners and game are successively elaborated as in the following ways:

#### **A. Related Study**

In this study, the writer took researches from Nurtina, Nora Fudhla , Santoso Heri, Insan Bara Rosada and Partohap S.R. Sihombing as the related study. The writer found:

First, Nurtina (2008) also proved that teaching vocabulary by using game was effective to increase students' vocabulary mastery. In her research which used a classroom games including jumble word, hangman game, and bingo game. After analyzing the data, she found the result of her research showed that there were significant differences between pre-test and post-test of experimental group. It means that the application of classroom game in teaching vocabulary can increase students' motivation to learn more about vocabulary. Furthermore, the used of games in teaching of fruits, animals, road sign, parts of body, and things in the classroom have improved after the puppet was given. It was supported by the significant different result of the pretest that was lower (56.64%) than post-test (96.19%).

Second, Nora Fudhla (2013, p. 102-108) Conducted a study entitled “Enhancing Student’s Vocabulary by Using Jumbled-Letter Game in English Language Teaching.” The result he ways to enhance student’s vocabulary by using jumbled-letter for some language teachers, teaching vocabulary is challenging, especially in English Language Teaching classroom. Nowadays, the teacher should provide a vocabulary teaching which avoiding vocabulary list memorization or vocabulary translation. Besides, the teacher also should consider about the students’ different ability to master vocabulary. Some language students may master new vocabulary faster than others and some of them may find many difficulties to master new vocabulary. On the other side, some students may master or memorize some vocabulary, but they cannot spell the word correctly.

Third, Santoso Heri, (2014, p. 5) Conducted a study entitled “The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangka Raya.” The study was quasi-experimental especially non-randomized control group, pre-test posttest design and the writer used quantitative approach in finding out the answer of the problem of the study. There were two classes becoming sample of the study namely III-A as the experiment group and III-B as the control group with the total number of the students were 64 students. Both groups were given pre-test by the writer. Then, the students of experiment group were taught by using Jumbled Letters Game and control group was taught without using Jumbled Letters Game. Finally, the writer gave posttest

to both groups. To test the hypothesis of the study, the writer used t-test statistical calculation. Based on the result of hypothesis test calculation, it was found that the value of t observed was greater than the value of t table at 1% and 5% significance level or  $2.000 < 8.873 > 2.660$ . It meant that  $H_a$  was accepted, and  $H_o$  was rejected. The writer also applied SPSS 17.0 program to calculate t-test in testing the hypothesis of the study. The result of the t-test using SPSS 17.0 was used to support the manual calculation of the t-test. The interpretation of the result of t test using SPSS 17.0 program, it was found that the value of t observed was greater than the value of t table at 1% and 5% significance level or  $2.000 < 8.922 > 2.660$ . It meant that  $H_a$  was accepted, and  $H_o$  was rejected. The findings of the study based on the result of manual calculation and SPSS 17.0 program calculation could be interpreted that the alternative hypothesis stating that the jumbled letters game will give effect on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangka Raya was accepted and null hypothesis stating that the jumbled letters game will not give effect on the vocabulary achievement scores of third grade students of SDNVIII Menteng Palangka Raya was rejected.

Fourth, Insan Bara Rosada (2016, p. 70-72) Conducted a study entitled "Improving Vocabulary Mastery by Using Anagram Game at The First Grade Students of Mtsn Karanganyar in Academic Year 2015/2016. The Result of this research showed that there was an improvement on the students' vocabulary mastery, it can be seen from the mean score of pretests

were 55.45, the mean score of post-tests 1 was 81.21, and the mean score of post-test cycle 2 was 87.09. The finding of this research showed that the applying anagram game significantly improved students' ability in mastery of vocabulary.

Fifth, Partohap S.R. Sihombing (2019, P. 34-38) Conducted a study entitled "The Effect of using Jumble Letters in Teaching Vocabulary in Grade Eight Students of SMP Negeri 7 Pematangsiantar." The result score from the pre – test to post – test. In pre – test of experimental group, it shows that the mean (M) in pre – test is 65, the median is 62.5, the highest score is 75, and the lowest score is 60. While in post – test of experimental group, it shows that the mean (M) in post – test is 80.25, the median is 80, the highest score is 90, and the lowest score is 70. Based on the calculation of t – test, it was found out that t – observed is (8.46) and it is higher than t – table (1.66) at the level of significance (0.05). It means that there is a significant effect of using jumble letters in teaching vocabulary in grade eight students of SMP Negeri 7 Pematangsiantar. Since the result of t – observed is higher than t – table ( $8.46 > 1.66$ ), the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a significant effect of using jumble letters in teaching vocabulary in grade eight students of SMP Negeri 7 Pematangsiantar.

The differences between this study with the present study is from the related study was used several games meanwhile the present study only focus

on Jumbled Letters Game and only focus on the improvement of students' vocabulary mastery.

## **B. Definition of Mastery**

The mastery is an ability from some people for she or he has in knowledge the especially from language, because this season the writer to study about vocabulary. So, the mine of this is ability students into English language especially for vocabulary mastery. Vocabulary mastery is very important to every language. Each language in the world may have thousands of words, if not hundreds of thousands. The more words that we know out of language, the more eloquently we was be able to communicate our ideas to people. Being able to effectively communicate our ideas to people, we can open up a number of doors, especially when it comes to our career complete knowledge, great skill.

The mastery of English vocabulary itself is closely related to the ability of the learner in acquiring the vocabulary. (Henry and Pongrantz P. 1331) point out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.

## **C. Vocabulary**



## 1. Definition of Vocabulary

As we know, vocabulary is seen as a fundamental component of language. According to the Cambridge Advanced Learner's Online Dictionary (2014), vocabulary has two meanings, there were: first, all the words known. Second, used by a particular person and all the words that exist in a particular language or subject.

Wahyuni's research (2013, p. 8) states there are many definitions of vocabulary explained by linguist. According to Lehr, Obsorn, & Hiebert, (in Wahyuni, 2011) say that vocabulary has been broadly defined as knowledge of words and its meanings. Moreover, Barska states that vocabulary is the basic unit of language form. Furthermore Brown (2001, p. 337) defined that, vocabulary is a basic building block of language learning. Broadly defined, vocabulary is seen as fundamental component of language. Fauziati (2010, p. 61) states that vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form. Heinle (2008, P. 1105) state that vocabulary is the total number of words you know in a particular language. From the definitions above, it can be concluded that vocabulary is set of words that use by human to share stories, ideas, and content in oral and written form. So, it is very important to learn firstly before other basic knowledge and skills of English.

Based on some definition above, the writer conclude that vocabulary is a component of language that brings meaning and as the measurer of someone knowledge because vocabulary reflects someone's mastery on words. Vocabulary is a set of words and their meanings used in communication which is possible in either spoken or written form.

## **2. Kinds of Vocabulary**

It is known that vocabulary is a set of words that constitute the knowledge of meaning and play significant role supporting the mastery of for important language skills like listening, like speaking, like reading and writing. Vocabulary is the one of the basic elements in achieving language skills. It is impossible for the students to understand what their teacher explains without knowing many vocabularies. Fries as cited in Partohap S.R. Sihombing (2019, p. 35- 36), vocabulary can be classified into some types, namely:

### **a. Content Words**

Content Words represent the name of subject or things, that is: noun (teacher, farmer, and football), action done by those things, that is: verbs (teach, plant, and kick), and the qualities of those things, that is: adjectives (handsome, careful, strong, etc).

Example:

- I kick the ball. (N)
- They plant beautiful flowers. (V)

### **b. Function Words**

Function words are those words used as a means of expressing relation of grammar/structure, such as conjunction (and, however, but), article (a, an, the), and auxiliaries (do, did, does).

Example:

- Tamzil and Ika are at home, they do not go to the beach.

### **3. Word Classes**

In this part, the vocabulary is seen as words. That word works different rules in a text. According to Thornbury (2002, p. 3) they fall into only one of eight classes which are nouns, pronoun, verbs, adjectives, adverb, prepositions, conjunctions and determiners describes.

In this study, writer focused on teaching vocabulary about nouns, adjectives, adverbs, and qualifiers. It based on one of text genre in curriculum 2013 which was used in MTs Hidayatul Insan Palangka Raya, about descriptive text. This text using nouns, pronoun, verbs, adjectives, adverb and qualifiers as one of languages features to describe things, person(s) or places. There are the word classes of descriptive text which is used in this study:

#### **a. Nouns**

According to Oxford (1995) Noun means a word used to name or identify any of class of things, people, places or ideas, or a particular one of these. Based on Risasti (2011), noun can be divided into two form, they are abstract noun and concrete noun. Noun can be either in countable or uncountable nouns.

## **b. Adjectives**

Adjectives are used to describe or to modify nouns. They are words describe and tell about the quality of a noun or pronoun. There are six kinds of adjectives:

- 1) Proper Adjectives describe and limit the use of nouns related to a person or a thing with certain proper names. Examples: Indonesian and Turkish.
- 2) Descriptive Adjectives or Quality Adjective are used to describe the quality of a person, animal, or thing. Examples: beautiful, new, health, long.
- 3) Quantitative Adjectives describe the quantity of person or thing they refer to. Examples: some, much.
- 4) Numeral Adjectives describe the quantity of a person or thing in numbering numeral adjective are divided into definite numerals and indefinite numerals. Examples: one, all.
- 5) Demonstrative Adjectives are nouns they refer to. It divided into definite demonstrative and indefinite demonstratives. Examples: the, a/an.
- 6) Distributive Adjectives describe that the nouns they refer to are used one by one in a unity. Examples: each, some.

## **4. Vocabulary Assessment**

As with other areas of literacy assessment, the assessment of students' vocabulary development should be varied and meaningful. Janet Allen lists the following indicators of students' vocabulary development:

- a. An increased sense of word play.
  - b. A heightened awareness of how words sound (rhyme, repetitive language patterns).
  - c. An inquisitiveness about word meanings and etymologies.
  - d. A more diverse and richer use of language in speech and writing.
- And
- e. An ability to construct semantic maps to extend an understanding of words and concepts.

Assessment uses descriptions rather than judgments of readers and writers and is formative, or in process, rather than summative or final. Evaluation, on the other hand, is summative. When we evaluate students' vocabulary growth, we compare students' use of vocabulary to an established benchmark or standard of expected student performance at a particular point in time. So, when we say we are assessing students' vocabulary growth, we are involved in data collection. When we evaluate students' vocabulary growth, we are placing a value on that data based on the Sunshine State Standards and Benchmarks.

Here are some important reminders about vocabulary assessment:

- a. Assessment of students' vocabulary development should focus on formative assessment data collected throughout the school year.



- b. Vocabulary instruction should be based on data collected from formative assessments.
- c. Students should participate in assessing their own progress.
- d. Multiple measures should be used to determine vocabulary growth.

The expert suggests that teachers assess vocabulary in their classrooms using written work, cloze passages, hanky pinkies (riddles), memory games, teacher tests, and by asking students directly.

#### **D. Teaching English for Teenage Learner**

In this study, teaching English for teenage learner's means to teach them English as a teenage learner are classified as young adults whose ages range between twelve and eighteen or so". Therefore, they are in an age of transition between childhood and adulthood. Harmer (2007) mentioned some characteristics of teenage learners as follows:

1. They commit passionately when they engaged.
2. Most of them start to understand the need for learning.
3. Attestation span is longer compared to young learners as result of intellectual development.
4. Like in teaching adults, they can talk about abstract issues to a certain point.
5. They can use many different ways of studying and practicing language.

6. They search for identify and self-esteem, thus they need to feel good about themselves and valued.
7. They need teacher and peer approval and are sensitive to criticism of their own age group.
8. Teacher should link teaching to their everyday interests and experiences.

Actually, learners are unique on his or her away. Anderson (2008) stated there are some important things to keep in minds when teaching teenagers which are:

1. They like to be seen cool and up-to-date in topics of current interest from technology. Sport, entertainment and media, and English-speaking cultures that are personally relevant to the learners.
2. They sometimes difficult to communicate in a different relationship. They make them into a less stressful collaborative atmosphere of giving work which allows them to interact with different classmates.
3. Teaching in secondary school often means teaching multi-level classes, but effective classroom management can help even with very large classes.
4. Use of mother tongue is not only to steer a whole class activity away from misunderstanding confrontation and potential disciples' problems, but also help to avoid pressure on them by removing he impression that one person is being tested and put on the spot.

5. Games can provide not only purposeful context in which to use language, but they also stimulate interaction, provide competition and are fun as long as rules are clear and clearly followed by all participants.

### **1. Teaching Vocabulary by using Game**

According to Barska (2006), vocabulary learning is very crucial moment in developing human's language so that they can use vocabulary items to build a meaningful conversation. He also says that having basic vocabulary is the main point of understanding ideas expressions. Teaching vocabulary means to teach vocabulary of English, which is as foreign languages and this process is integrated into the four skills of language: listening, speaking, reading and writing. That means, vocabulary has major and fundamental role in mastering those four skills. According to Thronburry (2002, p. 38), which supports role previous notion, described that teaching vocabulary plays an important role acquisition because the mastery of vocabulary will help student to master all the language skills.

Finally, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

### **2. Teaching Vocabulary at Junior High School**

The students of Junior High School like game. In teaching vocabulary, the teachers should teach it based on genre, which means that based on it. When the teachers and the students enlarge their vocabulary

into a good meaningful conversation. Thus, both the teachers and the students should be active in order to achieve the goal.

Carten (2007, p. 21) stated that learning vocabulary is largely about remembering and students generally need to see, say, and write newly learn words many times before they can be said to have learned them. From this quotation, the students should review vocabulary that they have studied. Repetition is an important aid to learn and to actively recall words and procedure them rather than merely or hear them.

In this study, the writer conducted jumbled letters games as a game of vocabulary whereas based on one the genre that was descriptive text. It means that the vocabulary that used on jumbled word game was taken from descriptive text given.

## **E. Game**

Game is in activity providing entertainment or amusement. A game is divided by Zeinert (2005) as a rule, a goal and an element of fun. According to Huyen and Nga (2003) stated that games are object which consist of components and rules and have certain criteria: rules, a goal. Always changing course, chance, competition, common experience, equality, freedom, activity, driving, into the world of the game and no impact in reality.

### **1. Type of Language Games**

Agoestyowaty (2007, p. 38) said that using of games in a learning environment was not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out, tested and put into competitive situations. The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities, the more a teacher change shapes and manipulates both the language and environment, the better the circumstance for learners. Games allow students to work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun. Games have long been advocated for assisting language learning. Here are some of the reasons why language game is useful:

- a. Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. After all, learning a language involves long-term effort.
- b. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game.



- c. This meaningful communication provides the basis for comprehensible input, i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples and comprehensible output, speaking and writing so that others can understand.
- d. The emotions aroused when playing games, games also add variety to the sometimes dry, serious process of language instruction.
- e. The variety and intensity that games offer may lower anxiety and encourage shyer learners to take part, especially when games are played in small groups.
- f. Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.
- g. Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help.

Other advantages of games played in groups include:

- a. The team aspect of many games can encourage cooperation and build team spirit.
- b. Although many games involve competition, this is not necessarily the case.

- c. In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.
- d. As many games can be played outside of class, they provide a means for students to use the language outside of class time.

According to Herd (2002, p. 43), many various games can be used in language teaching:

- a. Vocabulary Games

Vocabulary games are intended to give the students an opportunity to practice many of the high-frequency words expressions they have learned.

- b. Numbers Games

In playing number games, the students are expected to be able to play the simple and enjoyable number early in their language learning experiences.

- c. Structure Games

The structure games are emphasized the specific grammatical structure.

- d. Spelling Games

Spelling games is often difficult for native speakers and can be even more challenging to foreign students of the language since English

being different language. Therefore, by the spelling games, the students can learn how to pronounce and spell the words.

e. **Conversation Games**

The conversation games provide the necessary steps between controlled group and conversation. The students are expected to be creative and imaginative in expressing their idea of thought.

**2. Jumbled Letters Game**

Jumbled letters game refers to adaptation of jumbled that is a word puzzle with a clue, a drawing illustrating the clue and a set of letters, each of which is “jumble” by scrambling its word to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell anagram based on the clue. The clue. The clue and illustration always provide hints about the anagram (TMS Tribune, 2008).

**3. Teaching Vocabulary by Using Jumbled Letter Game**

Cameron (2001) stated that the basic competence that if people want to learn a certain language, they need to be able to master useful vocabulary development is a continuous process; it requires the knowledge building about words themselves.

According Nurtina (2008) also proved that teaching vocabulary by using game was effective to increase students’ vocabulary mastery. In her research which used a classroom games including jumble word, hangman game, and bingo game. After analyzing the data, she found the

result of her research showed that there were significant differences between pre-test and post-test of experimental group. It means that the application of classroom game in teaching vocabulary can increase students' motivation to learn more about vocabulary. Furthermore, the used of games in teaching vocabulary mastery at junior high school level can make students enjoy the lessons and become active in teaching and learning process.

Some factors that need to be paid attention to execute Jumbled Letter Game are:

- a. The content of letters in game is supposed to be adapted and suited to the students' ability
- b. Regulations or rules of game are supposed to be clear and understandable before game will be conducted.
- c. Game is excited at the final or middle of lesson, not in the beginning of lesson.
- d. Teacher should be as a good organizer or game.

In this study, the writer used the Jumbled Letters Game as treatment to students. After they were asked and guided to find the meanings in Indonesian of the words in the game.

#### **4. Procedure of Teaching Vocabulary Using Jumbled Letters Game**

The teacher can create or use a simple and easy Jumbled Letters Game that is suitable with students' abilities and the teacher should select

the words that was be used in Jumbled Letters Game. It was make the students enjoy in answering Jumbled Letters Game clues.

The teaching and learning process is conducted through the following procedures:

a. Pre-teaching.

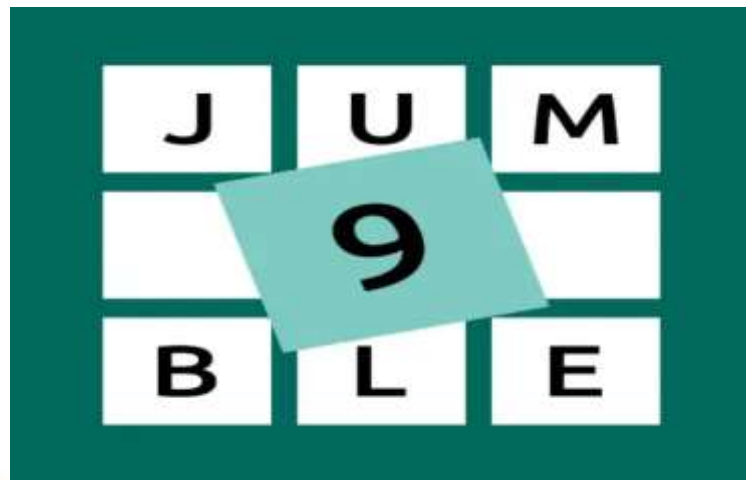
- 1) The English teacher gives the example of Jumbled Letters Game to the students.
- 2) The English teacher explains the Jumbled Letters Game to the students.

b. Whilst-teaching

- 1) The English teach her asks the students to fill the Jumbled Letters Game individually with a deadline that will be given before students do the Jumbled Letters Game.

**Picture of Application Game**

**9 Letters jumble**







## 2) How to Play

This anagram game is really easy to understand.

- (a) Tap the letters.
- (b) Words must consist of at least 4 letters.
- (c) The Students must use the letter in the middle of the grid.

To many this word finding game was be a familiar classic. Every level has 9 letters, arranged in a 3 by 3 grid. The letters are extracted from a scrambled word. The aim is to unscramble the word! It can be quite tricky to solve the word jumble, but once you do, you'll wonder how you ever missed it.

### c. Post-teaching

- 1) The English teacher asks the students to exchange their work with their friends.
- 2) The English teacher discusses with the students about the correct answer of the Jumbled Letters Game.
- 3) The English teacher collects the students' work.
- 4) Discussing the correct answer.

## **CHAPTER III**

### **RESEARCH METHOD**

One of the important things in a research is the research method of the study. In this chapter the writer presented the research design, population and sample, research instrument, data collection procedure and data analysis procedure of the study that had collected from the research in the field.

#### **A. Research Design**

In this study, the writer used the experimental research. An experimental research is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. Designs differ in their efficiency and their demands in terms of time and resources, but the major difference is in how effectively they rule out threats to internal validity. In the study, the writer used quasi-experimental design, because the subject cannot be randomized since the class is already established. It is supported by Creswell (2012, p. 309) stated that “quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. The characteristics of quasi-experimental design are: 1) having more than one variable, 2) having control group, 3) independent variable is manipulated and 4) the other variables controlled (Sukardi, 2007, p. 186).

Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. Although subject cannot be randomly assigned, one can flip a coin to determine which of the groups that will be try out group, experimental group and control group. The writer used nonrandomized control group pre-test post-test design. There were two groups in this design, they are control group and experimental group. Both groups were given pre-test to measure the score of students before the treatment was given. Then, the treatment was given for experiment group only. The control group was not given the treatment but another conventional strategy as usual. The post-test was given for both groups to measure the difference score of students between control and experiment group. Test materials in post-test was same with test in the pre-test.

**Table 3.1 Scheme of Quasi Experimental Design Nonrandomized Control Group, Pretest–Posttest Design**

<b>Group</b>	<b>Pretest</b>	<b>Independent Variable</b>	<b>Posttest</b>
A	$Y_1$	X	$Y_2$
B	$Y_1$	-	$Y_2$

Where :

A : Experimental group

B : Control group

X : Treatment

$Y_1$  : Pre-test

Y2 : Post-test

The students were divided into two groups, they were experimental group and control group. In this study, the writer taught the students directly with the same material. Therefore, the use of the jumbled letters game to teach vocabulary was be applied on experimental group. Meanwhile, the control group was not give the treatment.

## B. Population and Sample

Every research has population and sample. According to Sukardi (2012, p. 53), "Population is any group of individuals, animals, evens or things that gather in one place and become conclusion target of final research.

### 1. Population

The population of this study was be the eighth-grade students of Mts Hidayatul Insan Palangka Raya which consists of two class. The students who were studying in Mts Hidayatul Insan Palangka Raya in academic year 2018/2019 totally 58 students.

**Table 3.2 Number of Population**

No	Class	Number of Student
1.	Siti Aisyah	22
2.	Siti Fatimah	18
3.	Siti Khadijah	18
<b>Total of Students</b>		<b>58</b>

### 2. Sample

Students' in the eighth grade at the first semester in MTs Hidayatul Insan Palangka Raya as a sample to get the data for this

research. In this research, to take sample, the writer takes two classes to be the sample, the first class is experiment group use vocabulary and the second-class control group. In this way, the writer takes two classes VIII Siti Khadijah as an experimental class and VIII Siti Fatimah as a control class which will be related to this study. In a typical situation, schedules cannot be disrupted, nor classes reorganized to accommodate a research study. In this case, group sample already organized into classes or group. So, the writer takes two class without randomized.

Due to the fixed class, the writer cannot use simple random sampling to select the sample. According to Ary (2010, p. 649), it is very difficult, if not impossible to list all the members of a target population and select the sample from among them. Therefore, the writer used cluster sampling. Because the unit chosen is not an individual but a group of individuals who are naturally together or grouped by the school. Therefore, the use of cluster sampling is because the sample of study should be in group or class.

**Table 3.3 the Number of Sample Students of MTs Hidayatul Insan**

**Palangka Raya**

<b>No</b>	<b>Group</b>	<b>Class</b>	<b>Number of Students</b>
1.	E	Siti Khadijah	18
2.	C	Siti Fatimah	18
<b>Total of Students</b>			<b>36</b>

E : Experiment Group

C : Control Group



## **C. Research Instrument**

### **1. Research Instrument Development**

In order to find out whether the Jumbled Letters Game gives significant effect on the student's vocabulary score or not, to get them test, the writer used the multiple-choice test as the instrument. Test is used for getting the research data. The type of test used in testing students' vocabulary mastery is a multiple choice test that consists of meaning, synonym, gap-fill and ordering tasks and there are 40 items.

The instrument was expected to be able to show the effect of using Jumbled Letters Game on student's vocabulary mastery. The multiple-choice will be used for the vocabulary tests. For the first step, the writer conducted instrument of try out, the total numbers of items were 40 items.

The material which covered will about nouns, adjectives, adverbs and qualifiers. The test will be constructed in accordance to the English subject syllabus of 2013 curriculum for the eighth-grade students of Mts Hidayatul Insan Palangka Raya.

The time that will allocate to do each vocabulary test are 80 minutes. The test that will use in this study are pre-test and post-test. The pre-test will be carried out before implementing jumbled letters game in vocabulary. The function of pre-test is to measure students' vocabulary comprehension at first. Meanwhile, the post-test will be implemented

after using jumbled letters game in vocabulary. The function of post-test is to know how are the students' vocabulary knowledge after they taught by using jumbled letter game.

The following table is presented for the test item specification.

**Table 3.4 Test Item Specification**

<b>Number</b>	<b>Aspect</b>	<b>Item Number</b>	<b>Percentage</b>
1.	Meaning	1 – 10	25 %
2.	Synonym	11 – 20	25 %
3.	Gap-fill	21 - 30	25 %
4.	Ordering tasks	31 – 40	25 %
<b>Total</b>		<b>40 Items</b>	<b>100 %</b>

## **2. Instrument Try Out**

The research try out the test instrument before it was applied to the real sample of the study. The researcher gives test to the students at MTs Hidayatul Insan Palangka Raya on July 24, 2019. In this case, the students was assign to do a vocabulary test which consists of four parts such as meaning, synonym, gap-fill, and ordering tasks. The total of the try out test are 40 questions. The result show that there 40 questions is valid (see appendix 168)

The instrument was tried out before it was applied to the sample of the study. Based on this study, to make sure whether the instruments was eligible or be tried out first in order to define whether instruments should be tried out first in order to define whether instruments were valid.

The result of tryout was useful for the following reasons:

- a. To find out whether or not the instruction is clear and understandable for the students.
- b. To decide time allocation.
- c. To evaluate whether or not the instruction is clear and understandable for the students.
- d. To gather evidence to supports the instrumentation validity and reliability.

### **3. Instrument Validity**

According to Toendan (2014, p. 105), a data collection process is valid to extent that the result is actually a measurement of the characteristic the process was be designed to measure, free from the influence of extraneous factors”. In addition, Heaton (1975, p. 153) stated that validity of test is extent to which measures what it is to measure nothing else. In this study, the writer used the content validity and construct validity.

#### **a. Content Validity**

Based on Sugiyono (2010) stated “Instrumen yang harus mempunyai validitas isi (content validity) validity refers to the extent to which an instrument measures what it is intened. According to Heaton (1988, p. 160), content validity is:

*“Kinds of validity depends on a careful analysis of the being test and the particular course objectives. The test should be as constructed as contain a representative sample of the*

*course. The relationship between the test item and the course objectives always being apparent”.*

In this study, the researcher used multiple choice item that consists of meaning, synonym, gap-fill, and ordering tasks, which match with suitable answer to the questions. The researcher analyze and score the answers to know the students' vocabulary mastery.

**Table 3.5 the Specification of Content Validity**

No	Indicators of Vocabulary	Type of Test	Items
1.	Describing Getting One's Attention	Multiple Choice	10
2.	Describing Complimenting or Praising One's Performance or achievement	Multiple Choice	10
3.	Describing Checking One's Understanding	Multiple Choice	10
4.	Describing Asking for and Giving Opinions	Multiple Choice	10

#### **b. Construct Validity**

According to Toendan (2014, p. 115), “Construct validity refers the extent to which the result of a data collection process can be interpreted in terms of underlying psychological construct.

#### **4. Instrument Reliability**

According to Ary (2010, p. 237), reliability is concerned with the effect of error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring. Then, Heaton (1988, p. 162) stated that reliability is necessary characteristics of any good test: for it to be valid all, a test must be reliable as a measuring instrument.

#### **D. Data Collection Procedure**

There were some procedures in collecting the data of this study as in following:

1. Giving the test items to the student
2. Giving pre-test in form multiple choice to the students in the first meeting, this were done with a purpose to find out how their achievement on vocabulary mastery.
3. Giving treatment to the students in the second meeting, this to see the effect of Jumbled Letter game on students' mastery vocabulary.
4. Giving post-test in form multiple choice to the students, this was done with a purpose to find out the difference of the vocabulary achievement between students after they received treatment, in form using Jumbled Letters game.
5. Giving questionnaire to know the students' responses towards the teaching process using Jumbled Letters Game as the feedback to support the data of the study.

#### **E. Data Analysis Procedure**

According to Cresswell (2012, p. 75), there are several interrelated steps used in the process of analyzing quantitative data, such as prepare the data for analysis that consists of scoring the data, determining the types of

score to use, selecting a computer program, inputting the data into the program for analysis, and clearing the data. The data of this study is students' vocabulary ability score. Therefore, the data is quantitative. The pre-test and post-test raw score was convert into percentages. The mean, standard deviation and standard error of students' score will be computed for the pre-test and post-test score of the experiment and control groups. The research was use statistical t-test to answer the problem of the study. In order to analyze the data, the writer did some procedures.

1. Giving a tests to the students of the first grade students of MTs Hidayatul Insan Palangka Raya.
2. Collecting the data of the students work sheet test result.
3. Examining the students' score using the formula: (Anas Sudijono as cited in Hasanah, 2016, p. 76).

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

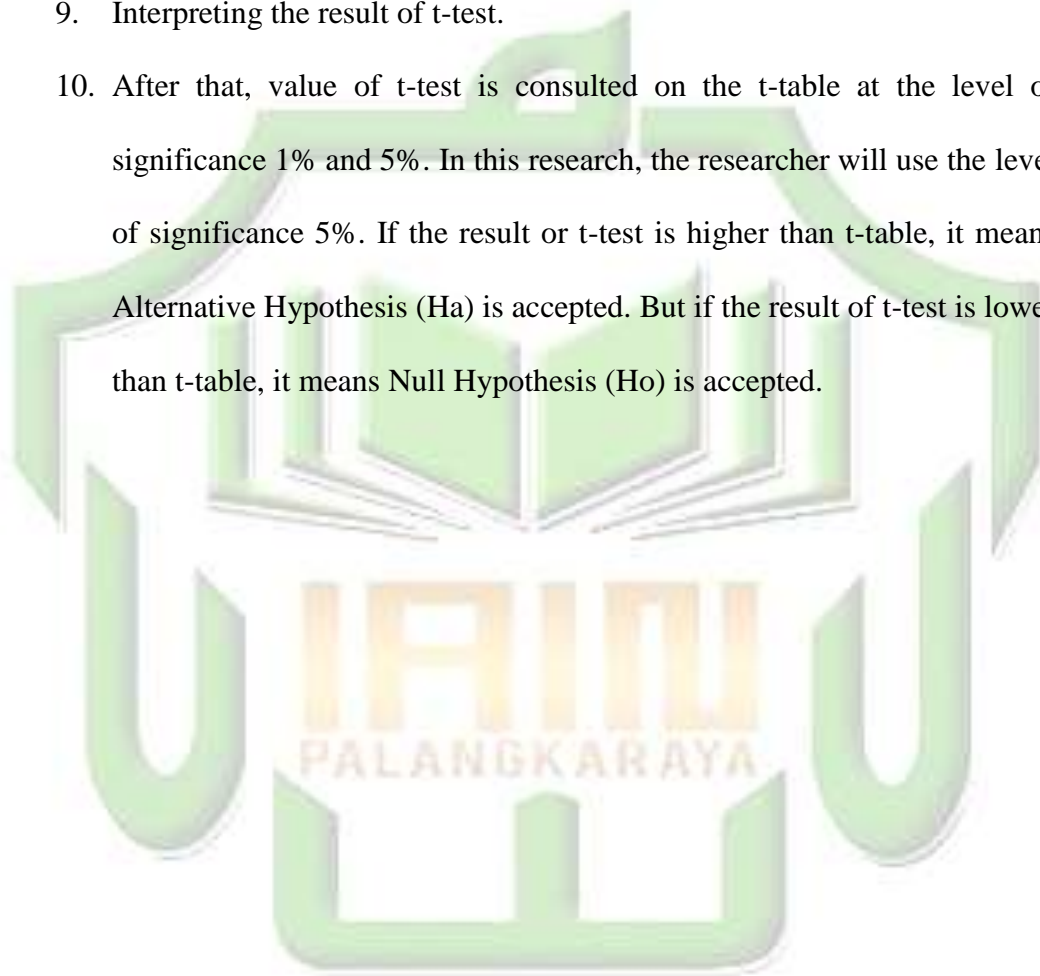
B: Frequency of the correct answer

N: Number of test item

4. Tabulating the data into the distribution of frequency of score table, the find out the mean of students' score, standard deviation, and standard error of variable  $X^1$  (Experimental group) and  $X^2$  (Control group) by using statistical test.
5. Using the statistical test to normality test.



6. Calculating the result of  $X^1_{\text{observed}}$  is compared with  $X^2_{\text{table}}$  by 5% degree of significance. If  $X^1_{\text{observed}}$  is lower than  $X^2_{\text{table}}$ , so the distribution list is normal.
7. Using the statistical test to homogeneity test.
8. Calculating the data by using t-test to test the hypothesis of the study.
9. Interpreting the result of t-test.
10. After that, value of t-test is consulted on the t-table at the level of significance 1% and 5%. In this research, the researcher will use the level of significance 5%. If the result of t-test is higher than t-table, it means Alternative Hypothesis ( $H_a$ ) is accepted. But if the result of t-test is lower than t-table, it means Null Hypothesis ( $H_o$ ) is accepted.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were result of observation, the result of tryout, pre-test and post-test, the result of data analysis and discussion.

#### **A. Data Presentation**

The pre-test at the experiment class had been conducted in VIII Siti Khadijah room with the number of students was 18 students on Friday, 2<sup>nd</sup> August 2019. The post test at the experiment class had been conducted in in VIII Siti Khadijah room with the number of students was 18 students on Friday 23<sup>th</sup> August 2019.

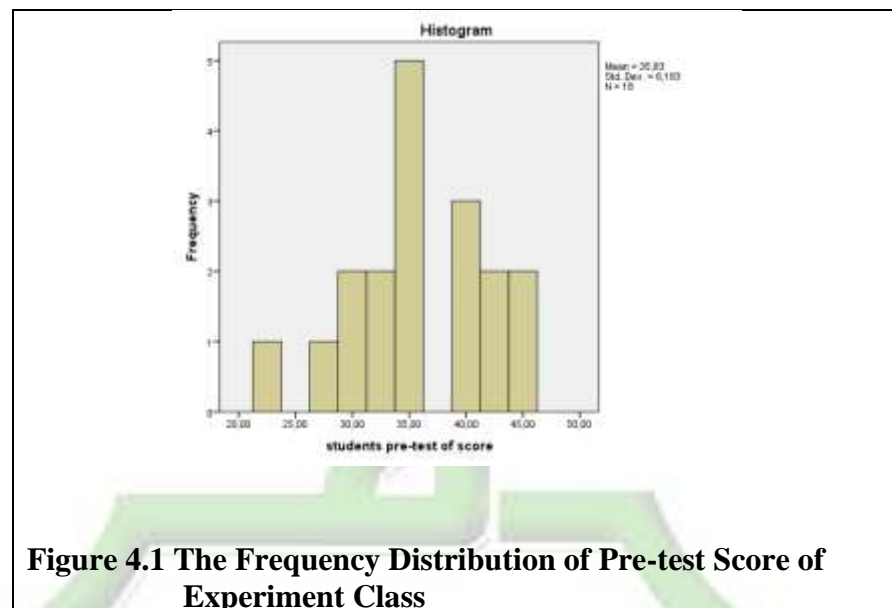
The pre-test at the control class had been given in VIII Siti Fatimah room with the number of students was 18 on Tuesday, 2<sup>nd</sup> July 2019. Then the post test at the control class had been given in VIII Siti Fatimah room with the number of students was 18 students on Tuesday, 20<sup>th</sup> August 2019.

#### **1. The Result of Students' Pre-Test Score**

##### **a. Experiment Class**

The pre-test at the experiment class had been given in Siti Khadijah class with the number of student was 18 students on Friday, 2<sup>nd</sup> August 2019. The pre-test scores of students' Vocabulary mastery were presented in the following table (see appendix 170).

The distribution of students' pretest score can also be seen in the following figure.



The distribution of students' vocabulary score can also be seen in the following figure. It can be seen from the figure above the students' vocabulary mastery score. There is 1 student who got 0-25 with predicate poor. There were 17 students who got score 27.5-50 with predicate enough.

**Table 4.1 The Frequency Distribution of Pre-test Score of Experiment Class**

No	Category	Criteria	N	Percentage
1.	Poor	1 – 10	1	5.5%
2.	Enough	11 – 20	17	93.5%
3.	Good	21 – 30	0	0%
4.	Very Good	31 – 40	0	0%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on the table above, it was concluded that around 5.5% of students got scores poor and 93.5% got scores enough. It means that the students' vocabulary mastery must be improved.

The next step, the result calculated the score of mean using SPSS 20 program as follows:

**Table 4.2 Data Description of Pre-test Result of Experiment Class**

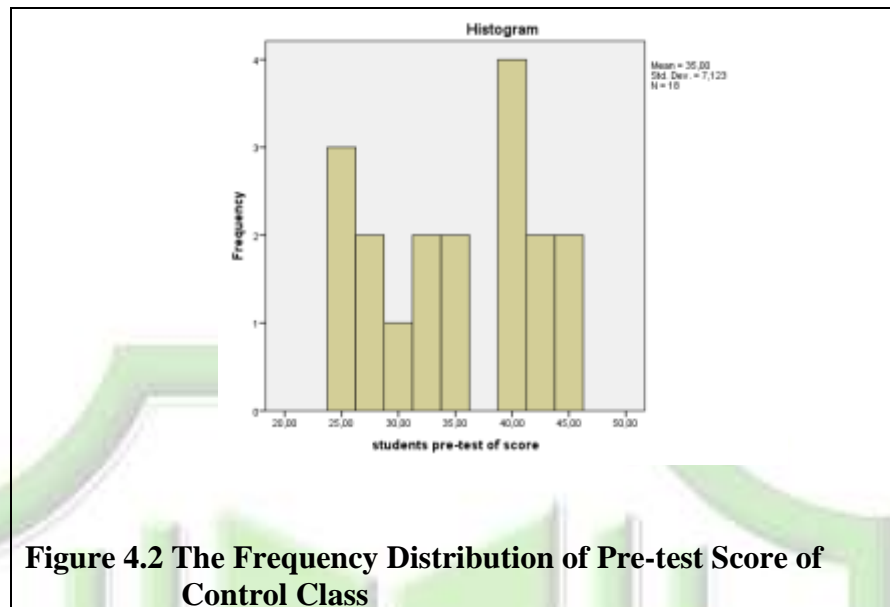
Statistics		
Students' Pre Test of Experiment Class		
N	Valid	18
	Missing	0
Mean		35,8333
Median		35,0000
Std. Deviation		6,18347
Minimum		22,50
Maximum		45,00

Based on the table above, the result calculated using SPSS 20, it was found that the mean of score 35.8333, the standard deviation was 6.18347 and the median 35.0000. Then based on valuation scale used in MTs Hidayatul Insan Palangka Raya, the average of the students' vocabulary mastery was in fair criteria.

#### **b. Control Class**

The pre-test at the control class had been conducted in Siti Fatimah class with the number of student was 18 students on Tuesday, 2<sup>nd</sup> July 2019. The pre-test score of students' vocabulary mastery were presented in the following table (see appendix 171).

The distribution of students' pretest score can also be seen in the following figure.



The distribution of students' vocabulary score can also be seen in the following figure. It can be seen from the figure above the students' vocabulary mastery score. There were 3 students who got 0-25 with predicate poor. There were 15 students who got score 27.5-50 with predicate enough.

**Table 4.3 The Frequency Distribution of Pre-test Score of Control Class**

No	Category	Criteria	N	Percentage
1.	Poor	1-10	3	16.5%
2.	Enough	11-20	15	8.25%
3.	Good	21-30	0	0%
4.	Very Good	31-40	0	0%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on the table above, it was concluded that around 16.5% of students got scores Poor and 8.25% got scores enough. It means that the students' vocabulary mastery improved.

**Table 4.4 Data Description of Pre-test Result of Control Class**

<b>Statistics</b>		
Students' Pre Test of Control Class		
N	Valid	18
	Missing	0
Mean		36,2500
Median		35,0000
Std. Deviation		5,44018
Minimum		27,50
Maximum		45,00

Based on the table above, the result calculated using SPSS 20, it was found that the mean of score 36.2500, the standard deviation was 5.44018 and the median 35.0000. Then based on valuation scale used in MTs Hidayatul Insan Palangka Raya, the average of the students' vocabulary mastery was in fair criteria.

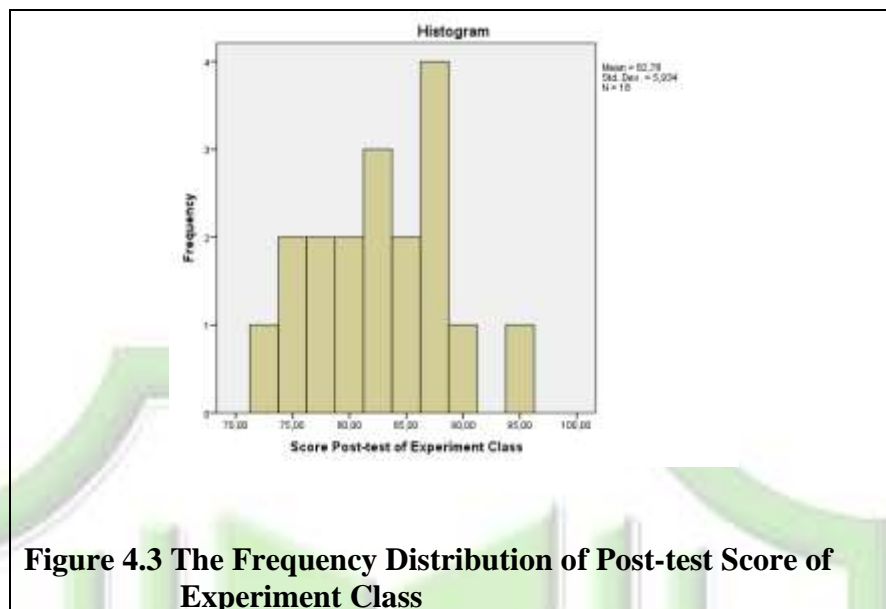
## **2. The Result of Students' Post -Test Score**

### **a. Experiment Class**

The post-test at the experiment class had been given in Siti Khadijah class with the number of student was 18 students on Friday, 23<sup>th</sup> August 2019. The post-test scores of students' Vocabulary mastery were presented in the following table (see appendix 172).



The distribution of students' post-test score can also be seen in the following figure.



It can be seen from the figure above the students' vocabulary mastery score. There were 3 students who got 52.5-75 with predicate Good. There were 15 students who got score 77.5-100 with predicate Very Good.

**Table 4.5 The Frequency Distribution of Post-test Score of Experiment Class**

No	Category	Criteria	N	Percentage
1.	Poor	1-10	0	0%
2.	Enough	11-20	0	0%
3.	Good	21-30	3	82.5%
4.	Very Good	31-40	15	16.5%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on the table above, it was concluded that the students' vocabulary mastery was improved. However, it was not as significant as the experiment class because of the 18 students 3 students received very good grades. In addition, there was also 15 students who gets good grades.

Based on the table above, it was concluded that almost of students has a very significant increased by getting above-average scores, after taught by using jumbled letters game. It means that the students' vocabulary mastery was improved.

**Table 4.6 Data Description of Post -test Result of Experiment Class**

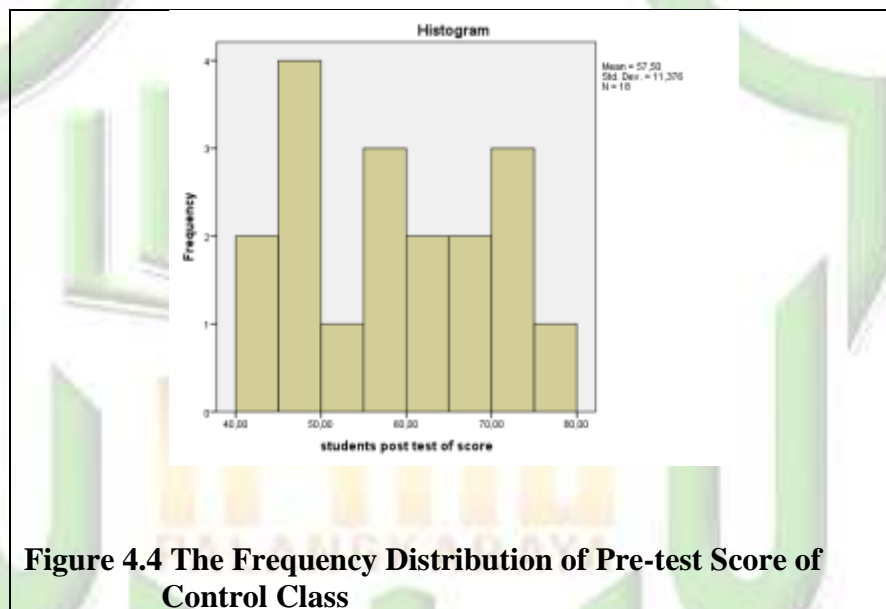
Statistics		
Score Post-test of Experiment Class		
N	Valid	18
	Missing	0
Mean		82,7778
Median		82,5000
Std. Deviation		5,93401
Minimum		72,50
Maximum		95,00
Sum		1490,00

Based on the table above, the result calculated using SPSS 20, it was found that the mean of score 82.7778, the standard deviation was 5.93401 and the median 82.5000. Then based on valuation scale used in MTs Hidayatul Insan Palangka Raya, the average of the students' vocabulary mastery was in fair criteria.

### b. Control Class

The post-test at the experiment class had been conducted in Siti Fatimah class with the number of student was 18 students on Tuesday, 20<sup>th</sup> August 2019. The post-test score of students' vocabulary mastery were presented in the following table (see appendix 173).

The distribution of students' post-test score can also be seen in the following figure.



It can be seen from the figure above the students' vocabulary mastery score. There were 6 students who got score 27.5-50 with predicate enough.

There were 11 students who got 52.5-75 with predicate Good. There is 1 student who got score 77.5-100 with predicate Very Good.

**Table 4.7 The Frequency Distribution of Pre-test Score of Control Class**

No	Category	Criteria	N	Percentage
1.	Poor	1-10	0	0%
2.	Enough	11-20	6	33.%
3.	Good	21-30	11	60.5%
4.	Very Good	31-40	1	5.5%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on the table above, it was concluded that the students' vocabulary mastery was improved. However, it was not as significant as the control class because of the 18 students only 1 student received very good grades. In addition, there was also 6 students who gets enough grades.

**Table 4.8 Data Description of Post -test Result of Control Class**

<b>Statistics</b>		
Students' PostTest of Experiment Class		
N	Valid	18
	Missing	0
Mean		57,5000
Median		56,2500
Std. Deviation		11,37593
Minimum		42,50
Maximum		75,00

Based on the table above, the result calculated using SPSS 20, it was found that the mean of score 57.5000, the standard deviation was 11.37593 and the median 56.2500. Then based on

valuation scale used in MTs Hidayatul Insan Palangka Raya, the average of the students' vocabulary mastery was in fair criteria.

## B. Research Findings

### 1. Testing Normality and Homogeneity

#### a. Testing the normality

In this study, the writer used SPSS 20 program to calculate the normality. The testing of normality used to know that the distribution of the data was normal or not. The result of testing the normality using SPSS 20 program could be seen as follows:

**Table 4.9 Testing the Normality Using SPSS 20 Program  
(Pre-test Experiment and Control Class)**

Tests of Normality							
Experiment and Control Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	Experiment Class	,165	18	,200*	,955	18	,512
	Control Class	,202	18	,051	,932	18	,215

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it could be seen from the significant of shapiro-wilk that 0.512 is higher than 0.05. It mean that the data pre-test of experiment and control class is normal because the values is higher than 0.05.

**Table 4.10 Testing the Normality Using SPSS 20 Program**  
**(Post-test Experiment and Control Class)**

Tests of Normality							
Experiment and Control Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Score	Experiment Class	,120	18	,200*	,972	18	,828
	Control Class	,144	18	,200*	,913	18	,097

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it could be seen from the significant of shapiro-wilk that 0.828 is higher than 0.05. It mean that the data post-test of experiment and control class is normal because the values is higher than 0.05.

**b. Testing of the Homogeneity**

The writer used SPSS 20 program to calculate the homogeneity used to know that data was homogenous or not. The result of testing the homogeneity using SPSS 20 program could be seen as follows:

**Table 4.11 Homogeneity Test on the Pre-test Score of the Experiment and Control Group Using SPSS 20**

Test of Homogeneity of Variances			
Pre-test Score			
Levene Statistic	df1	df2	Sig.
,094	1	34	,761



From the table output above can be known the pretest of experiment and control significance 0.761. Because the value of significance higher than 0.05. So can be conclude that the data of both class have the same variance or homogeneity. Number of Levene Statistic Showed that more lower the value so higher the homogeneity of the data.

**Table 4.12 Homogeneity Test of Variance Using SPSS 20 Posttest**

**Experiment and Control Class Test**

**Test of Homogeneity of Variances**  
Post-test Score

Levene Statistic	df1	df2	Sig.
7.862	1	34	,008

From the table output above can be known the pretest of experiment and control significance 0.008. Because the value of significance higher than 0.05. So can be conclude that the data of both class have the same variance or homogeneity. Number of Levene Statistic Showed that more lower the value so higher the homogeneity of the data.

## **2. Testing Hypothesis**

### **a. Testing hypothesis using t-test Manual Calculation**

The writer chose the significance level on 5%, it meant the significance level of refusal of null hypothesis is 5%. The writer decided the significance level at 5% due to the hypothesis type stated

on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis. Symbolized by “1”. This symbol could direct the answer of hypothesis, “1” can be  $(\geq)$  or  $(\leq)$ . The answer of hypothesis could not be predicted whether on more than or less than.

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of  $X_1$  and  $X_2$  at the previous data presentation.

In could be seen on this following table:

**Table 4.13 Standard Deviation and Standard Error of Experiment Class and Control Class**

Variable	Standard Deviation	Standard error
$X_1$	5.93	1.39
$X_2$	11.37	2.68

$X_1$  = Experiment Class

$X_2$  = Control Class

The table showed the result of the standard deviation calculation of  $X_1$  was 5.93 and the result of standard error mean calculation was 1.39. The result of the standard deviation calculation of  $X_2$  was 11.37 and the result of the standard error mean calculation was 2.68.

The next step, the writer calculated the standard error of the differences mean between  $X_1$  and  $X_2$  as follows:

Standard error of mean of score difference between Variable I and Variable II

$$SE_{M1} - SE_{M2} = SE_{M1}^2 + SE_{M2}^2$$

$$SE_{M1} - SE_{M2} = \sqrt{(1.39)^2 + (2.68)^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{1.9321 + 7.1824}$$

$$SE_{M1} - SE_{M2} = \sqrt{9.1145}$$

$$SE_{M1} - SE_{M2} = 3.0190230208$$

$$SE_{M1} - SE_{M2} = 3.019$$

The calculation above showed that standard error of the differences mean between  $X_1$  and  $X_2$  was 3.019. Then, it was inserted to the  $t_o$  formula to get the value of  $t$  observed as follows:

$$T_o = \frac{M1 - m2}{SMm1 - SE m2}$$

$$t_o = \frac{82.77 - 57.50}{3.019}$$

$$t_o = \frac{25.27}{3.019}$$

$$t_o = 8.3703212984$$

$$t_o = 8.37$$

Which the criteria:

If  $t\text{-test (t-observed)} \leq t\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is accepted

If  $t\text{-test (t-observed)} \geq t\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is accepted

Then, the writer interpreted the result of  $t$ -test; previously, the writer accounted the degree of freedom (df) with the formula:

$$\begin{aligned}
 Df &= (N_1 + N_2) - 2 \\
 &= (18 + 18) - 2 \\
 &= 36 - 2 \\
 &= 34
 \end{aligned}$$

$$\begin{array}{ccc}
 5 \% & t_o & 1 \% \\
 2,03 & \geq 8.37 \leq & 2,73
 \end{array}$$

The writer chose the significant level at 5%, it meant the significant level of refusal of null hypothesis at 5%. The writer decided the significance level at 5% due the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by "1". This symbol could direct the answer of hypothesis could not be predicted weather on more than or less.

The calculation above showed the result of t-test calculation as in the table follows:

**Table 4.14 Result of hypohthesis Using Manual Calculation**

Variable	T observed	T table		Df
		5 %	1 %	
$X_1 . X_2$	8.37	2,03	2,73	34

Where:

$X_1$  = Experiment Class

$X_2$  = Control Class

T observed = The Calculation Value

T table = The Distribution of t Value

Df/db = Degree of Freedom

Based on the result hypothesis test calculation, it was found that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at 1% and 5% significance level or  $2.03 \leq 8.37 \geq 2.73$ . It meant  $H_a$  was accepted and  $H_o$  was rejected.

It could be interpreted based on the result of calculation that  $H_a$  stating that jumbled letters gives effect on the students' vocabulary mastery score was accepted and  $H_o$  stating that jumbled letters does not give effect on the students' vocabulary mastery was rejected. It meant that teaching jumbled letters game gave significant effect on the students' vocabulary mastery of the eighth grade at MTs Hidayatul Insan Palangka Raya.

#### b. Testing hypothesis using SPSS 20

The writer used SPSS 20 program to calculate of t-test used to know that the data significant or not. The result of t-test using SPSS 20 program could be seen as follows:

**Table 4.15 Post Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score of Post-	Equal variances assumed	10,941	,002	8,358	34	,000	25,27778	3,02420	19,13186	31,42369

<b>test</b>	<b>Equal variances not assumed</b>			8,358	25,61 4	,000	25,2777 8	3,0242 0	19,0568 8	31,4986 8
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The table showed the result of t-test calculation using SPSS 20 program. Since the result of post-test between experimental and control class had difference score of variance, it meant the t-test calculation used at the equal variances not assumed. It found that the result of  $t_{\text{observed}}$  was 8.458, the result of mean difference between experimental and control class was 25.277, and the standard error difference between experimental and control class 3.024.

First, based on the calculation above used SPSS program of Post Hoc Test, experiment class of posttest experiment showed the significant value was lower than the alpha ( $0.00 \geq 0.05$ ). It meant that there was significant effect of jumbled letters game on Vocabulary mastery. Thus,  $H_a$  that state there is significant effect of jumbled letters game on vocabulary mastery of the eighth grade of MTs Hidayatul Insan was accepted and  $H_o$  that state there is no significant effect of jumbled letters game on vocabulary mastery of the eighth grade of MTs Hidayatul Insan was rejected.

Second, based on the calculation above used SPSS program of Post Hoc Test, jumbled letter method and vocabulary mastery use of experiment class showed the significant value was lower than the alpha ( $0.00 \geq 0.05$ ). It meant that there was significant effect of



jumbled letters game on Vocabulary mastery. Therefore,  $H_a$  that state there is significant effect of jumbled letters game on vocabulary mastery of the eighth grade of MTs Hidayatul Insan was accepted and  $H_o$  that state there is no significant effect of jumbled letters game on vocabulary mastery of the eighth grade of MTs Hidayatul Insan was rejected.

### 3. Interpretation of the Results

To examine the truth or the false of null hypothesis stating that jumbled letters game does not give effect on the students' vocabulary mastery score, the result of t-test was interpreted on the result of degree of freedom to get the  $t_{table}$ . The result of the degree of freedom (df) was 34, it found total number of the students in both class minus 2. The following table was the result of  $t_{observed}$  and  $t_{table}$  from 34 df at 5% and 1% significance level.

**Table 4.16 The Result of T – Test Using SPSS 20 Program**

Variable	T observed	T table		Df
		5 %	1 %	
$X_1 - X_2$	8.37	2,03	2,73	34

The interpretation of the result of t-test using SPSS 20 program, it was found that the value of  $t_{observed}$  was greater than the value of  $t_{table}$  at 1% and 5% significance level or  $2.03 \leq 8.37 \geq 4.63$ . It meant  $H_a$  was accepted and  $H_o$  was rejected.

It could be interpreted based on the result of calculation that  $H_a$  stating that jumbled letters game gave effect on the students vocabulary

mastery score was accepted and  $H_0$  stating that jumbled letters game does not gave effect on the students vocabulary mastery score was rejected. It meant that teaching vocabulary with jumbled letters game gave significant effect on the students' vocabulary mastery score of the eighth grade students at MTs Hidayatul Insan Palangka Raya.

### C. Discussion

In teaching learning process, the writer takes two class as the participant of the study, the first class experimental class who are taught by vocabulary jumbled letters game and second class who are taught by using conventional method which is used by the teacher. Conventional method is concerned with the teacher being the controller of the learning environment. Teaching English vocabulary with vocabulary jumbled letters game strategy is a tool using by the writer to teach the students.

The result of data findings showed that teaching vocabulary mastery by vocabulary jumbled letters game gives effect toward the eighth grade students. It can be seen from the result of pre-test score for experiment and control class. In the pre-test of experiment class there were one students who got score poor predicate, and there were seventeen students who got enough. Then, in the pre-test score of control class there were three students who got poor predicate, and there were fifteen students who got enough predicate.

Based on the result of post-test for experiment and control class showed in the experiment group there were three students who got good

predicate, and there were fifteen students who got very good predicate. Then, in the post-test score of control class there were six students who got enough predicate, there were eleven students who got good predicate and there were one students who got very good predicate.

It can be conclude the students who were taught using jumbled letters game got higher score than students who were taught without jumbled letters game. It was proved by the difference the mean score between pre-test and post-test. The mean score of post-test reached higher score than the mean score pf pre-test ( $36.25 \leq 82.77$ ). It indicated that the students' score increased after conducting treatment. In other words, teaching jumbled letters game by vocabulary mastery gave significant effect toward the students' vocabulary mastery.

Meanwhile, after the data was calculated using the  $t_{\text{test}}$  formula using manual calculation showed that the  $t_{\text{observed}}$  was 8.37. By the comparing the  $t_{\text{observed}}$  with the  $t_{\text{table}}$  it was found that the  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  at 5% level significance or  $t_{\text{observed}} = 8.37 \geq t_{\text{table}} = 2.73$ .

This finding Confirm Santoso Heri, (2014) and Partohap S.R. Sihombing (2019) Jumbled letters game can help the students to understand the meaning of new word, jumbled letter game increases the students' enthusiasm to learn and collect the words, jumbled letters game helps the students develop an important connection new words and their meaning and could motivate students because students because students enjoyed the lesson

and the did not feel bored in the learning process. It meant jumbled letters game to teach vocabulary.

There are some several reasons of the importance and benefits why teaching vocabulary mastery using jumbled letters game was more effective in experiment class, the students enjoyed the teaching and learning activities given by the teacher because this strategy focus on the word that the students want and need to know, the word that they are curious about and gets interested.

The next reason after the students have been taught by using jumbled letters game it can be seen from the improvement of the students score in the pre-test and post-test. Those the result of pre-test compared with post-test experiment class and control class at eighth grade students of MTs Hidayatul Insan Palangka Raya.

Based on theories and the writer result jumbled letters game gave significance effect for the students vocabulary mastery. Jumbled letters game are easy strategy to helps students and teacher in learning process, especially to teach vocabulary the students of junior high school.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and suggestion to the result of the study. The conclusion of the study was the answer problem of the study that found the based on the result of data analysis. The suggestion is expected to make better improvement and motivation for students, teachers, and researchers related to the teaching learning process of English vocabulary.

#### A. Conclusion

The researcher concludes that there is a significant difference in the students' achievement of vocabulary mastery between the experimental and the control class after the got the treatment. In addition, the percentage the students' improvement in mastering vocabulary has been determined which suggest that list.

The problem of the study as stated in chapter I was "Is there any significance effect by vocabulary jumbled letter strategy on vocabulary mastery at eighth grade students of MTs Hidayatul Insan Palangka Raya. It could be answered by testing the research findings.

Based on the result of research findings from vocabulary mastery which gained by students before and after conducting treatment, there were significantly different ( $t_{\text{observed}} = 4.63 \geq 2.73$  at 5% level significance. This indicated that teaching vocabulary by vocabulary jumbled letters strategy gives significant effect toward the students' vocabulary mastery. It implicated, if the students were taught vocabulary by vocabulary jumbled

letters strategy therefore, the students' vocabulary score would be higher than without using vocabulary jumbled letters strategy, the students' score of vocabulary would be lower than the use of vocabulary jumbled letters strategy. It can be proved by difference of pretest and posttest score.

Based on the explanation above, the result obtained are 77,5 that are classified in very good category. From the data above can be concluded that students' perceptions when learning vocabulary using jumbled letters game on vocabulary mastery strategy is very good.

Teaching learning process English vocabulary where supported by vocabulary jumbled letters game strategy at the eighth grade students of MTs Hidayatul Insan Palangka Raya improvement of students English vocabulary. Nevertheless, there were only four students who still got score below the standard and other obtained improvement in their scores.

## **B. Suggestions**

In line with the conclusion, the writer would like to propose the following suggestions that hopefully would be great to use for the eighth grade students at MTs Hidayatul Insan Palangka Raya, the teacher, students and next researcher.

### **1. For the Teachers**

For English teachers, they should vary different strategy to avoid the students' boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly,



enjoyably, and educative in the classroom. Hence, it is highly recommended for the teachers to use vocabulary jumbled letter game strategy in teaching vocabulary through a deeper understanding conceptual knowledge. Therefore, they can enrich their vocabulary and remember the words easily.

## **2. For the Students**

For the students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can read English story books, English magazines, dictionary and many more as their materials for learning vocabulary jumbled letters game in organizing and memorizing vocabulary.

## **3. For the Other Researchers**

For future researchers, they can use this study as a reference to guide them to conduct similar research. Hopefully, the result of this study can help them to find out a new strategy about teaching vocabulary by using interesting strategies. Although this study has been done, it still has some weaknesses and hoped there will be an improvement for the next study.

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